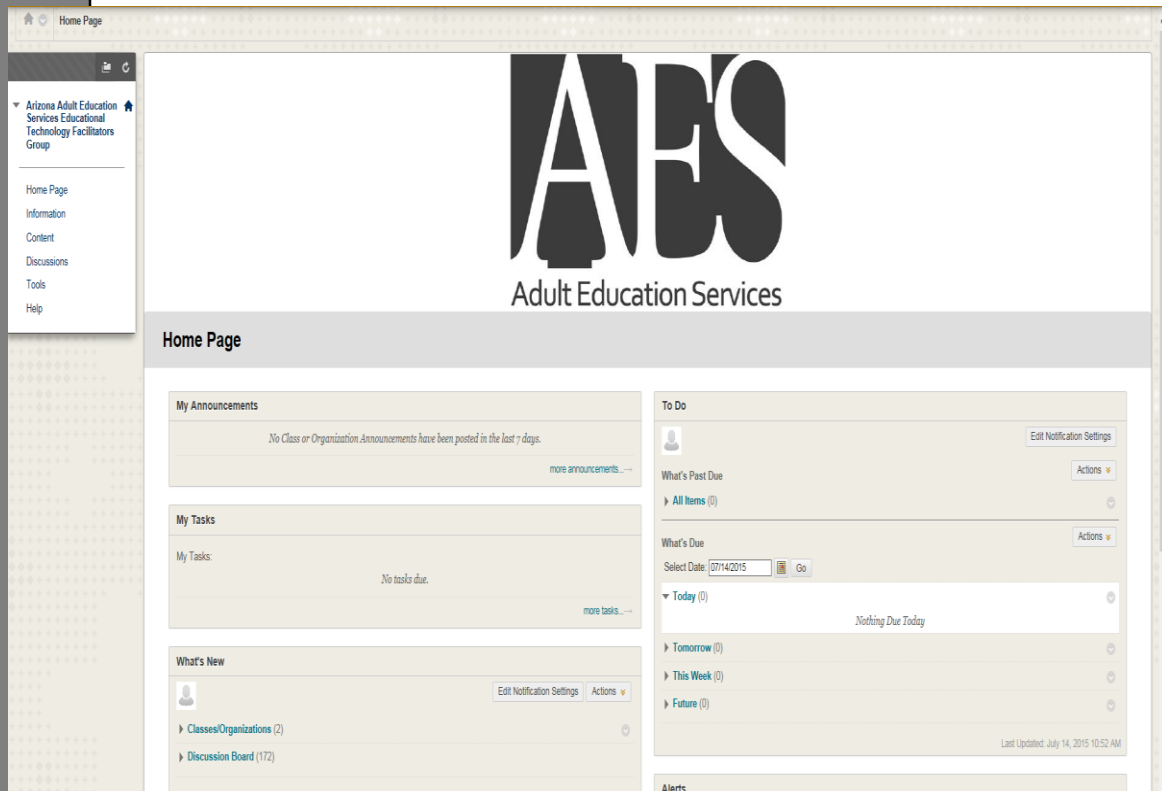




# ETF Orientation Guide

Arizona Adult Education

Educational Technology Facilitators



Revised July 2015



Diane Douglas, Superintendent of Public Instruction  
Arizona Department of Education

## ▪ ETF Orientation Guide Development

This Guide was developed by the Arizona Department of Education, Adult Education Services (ADE/AES) Unit with input from adult educators throughout Arizona. Originating in May 2008, revised in August 2009, July 2011, and November 2012. This July 2015 edition reflects key changes in Arizona's adult education technological environment.

One of the most noticeable developments is that of the "role" of an ETF. An ***Educational Technology Facilitator's*** primary responsibility has evolved into:

1. Working with their program staff to *mentor* and *facilitate* further technology integration;
2. Implementing technology standards in their classrooms; and
3. Continuing to explore ever-changing technological resources.

## ▪ Purpose

The purpose of this Guide is to assist ETFs in becoming familiar with the Technology Integration Project for Arizona Adult Education and their roles in this initiative. Upon reading this Guide, ETFs will:

<b>BE AWARE</b>	of the history behind the Technology Integration Project for Arizona Adult Education;
<b>UNDERSTAND</b>	what is meant by "technology integration" and "full technology integration";
<b>COMPREHEND &amp; APPLY</b>	the reasons for integrating technology into each adult education classroom;
<b>KNOW</b>	the four A's of Technology Integration and how to effectively implement them;
<b>FAMILIARIZE</b>	yourself with the <b><i>Technology Integration Continuum for Arizona Adult Education</i></b> and the <b><i>Technology Integration Innovation Configuration</i></b> ;
<b>LEARN</b>	how to use <u><i>ETF Blackboard Course</i></u> , <u><i>USALearns</i></u> , and other online resources;
<b>USE</b>	the <u><i>Arizona Adult Education ETF Google Site</i></u> and <u><i>Google Plus</i></u> for collaboration purposes;
<b>RECOGNIZE</b>	the purpose of the <u><i>ETF Quarterly Journal Report</i></u> along with how and when to submit it.



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*The use of technology for educational purposes  
in adult education classrooms constitutes a*

## **KEY PRIORITY**

*for the Arizona Department of Education,  
Adult Education Services (ADE/AES) Unit.*

*In order to function effectively in society, adult  
learners not only need to know how to read, write,  
and compute, but must also know how to use  
technology to communicate, access and organize  
information, and create products.*

”

### ▪ **Arizona Technology Integration Background and Mission**

In the fall of 2004, AES released the *Arizona Adult Education Technology Standards*, which were developed by the Educational Technology Task Force (ETTF), a team of Arizona adult education professionals whose charge was to provide educational technology recommendations to the Arizona Department of Education–Adult Education Services (ADE/AES). The AES Unit required that all ADE-funded adult education programs implement these standards into their respective curricula by July 1, 2005. In order to facilitate this process, AES developed an initiative termed the ***Technology Integration Project for Arizona Adult Education***.

The ***Technology Integration Project for Arizona Adult Education***’s mission is to provide ongoing training and technical assistance for every ADE-funded adult education program. As part of this project, AES requires each funded program to designate one or more staff members to become Educational Technology Facilitators (ETFs).

Program directors understand that the individuals selected will not only serve as liaisons between AES and their respective programs, but will also participate in ongoing professional development trainings focusing on technology integration. These trainings provide ETFs with the knowledge needed to help their programs implement the Technology Standards and move closer towards the goal of achieving full technology integration. *(The Technology Standards are included with the Arizona Adult Education Standards and are accessible via the ADE Webpage at [www.azed.gov/adultedservices/](http://www.azed.gov/adultedservices/) under the section Resources for Adult Educators.*

Besides providing face-to-face and online professional development opportunities, AES also established a virtual online environment called the ***Arizona Adult Education ETF Site*** for ongoing asynchronous (anytime, anywhere) communication. This site allows for announcements, threaded discussions, link sharing, and document posting. Instructions for accessing the *Arizona Adult Education ETF Blackboard Course*, are available through the IDEAL portal and appear later in this Guide.

### ▪ What is **Technology**?

According to Wikipedia, *“Technology can be most broadly defined as the entities, both material and immaterial, created by the application of mental and physical effort in order to achieve some value. In this usage, technology refers to tools and machines that may be used to solve real-world problems. It is a far-reaching term that may include simple tools, such as a crowbar or wooden spoon, or more complex machines, such as a space station or particle accelerator.”*

For our purposes, while the computer is the most obvious technological tool, many everyday items, such as telephones, calculators, cameras, and ATMs, should also be recognized as important technologies that adults are expected to be able to use in the 21st century world.

### ▪ What is **Educational Technology**?

Educational Technology can be defined simply as the use of technology to improve the learning process. ETTF provides this definition:

*Educational technology is the use of any tool to facilitate the acquisition of knowledge or skills. Tools may range from the traditional (e.g., tape recorders, overheads) to the contemporary (e.g. computers, the Internet, biotechnologies).*

### ▪ What is **Technology Integration**?

Wikipedia describes Technology Integration as *“...the use of technology tools in general content areas in education in order to allow adult learners to apply computer and technology skills to learning and problem-solving. Generally speaking, the curriculum drives the use of technology and not vice versa.”*

Technology integration does not mean that adult learners are working on canned software applications in a computer lab setting. Rather, it means that adult learners are able to access technology resources when appropriate in order to enhance their learning.

### ▪ What is **Full Technology Integration**?

Full technology integration means that appropriate technological tools are as accessible to all students as other classroom tools, and, furthermore, the students and the teachers have the skills needed to effectively utilize those tools to enhance the learning process.

Think about the difference between:

***“Teaching or learning  
technology skills”***

**and**

***“Using technology to teach  
or learn concepts”***

The second phrase, “Using technology to teach or learn concepts,” constitutes technology integration.

### ▪ **Research Shows Benefits of Technology Integration**

Research shows that technology integration supports and enhances instruction and results in better student learning. Here are four additional reasons why technology integration is an essential part of adult education:

As our society becomes increasingly dependent on technology, computers actually play a role in widening social gaps through what is known as the *Digital Divide*. However, by integrating technology into the classroom, adult basic education providers can help to close this gap by ensuring that all adult learners are well prepared to succeed.

To compete in today's job market adult learners must have basic technology skills such as using email, completing online forms, and finding information on the Internet. Most occupations, even entry-level positions, require these skills.

To be successful in college or other post-secondary training, adult learners must be technologically literate. To even apply and register at most post-secondary institutions, students must be able to access and navigate the Internet.

Many adult learners report that they are taking classes to become more involved in their children's education. To become truly involved, they will need to be literate in technology, since their children's teachers will often rely on websites and email to communicate with parents.

### ▪ **Making Technology Integration Come Alive in the Classroom**

Learners organize information from multiple online sources:

- In small groups, learners discuss how to use and name electronic folders and sub-folders to save information for easy retrieval and sharing;
- Learners practice setting up and naming folders and sub-folders on a computer;
- Learners organize gathered information on a specific topic using appropriately named folders and sub-folders.

Learners create a blog to be used with class assignments:

- Learners explore various free blogging sites (e.g., [www.blogger.com](http://www.blogger.com), [www.wordpress.com](http://www.wordpress.com)) and select one to use;
- Learners use the blog to critique and discuss assignments from class (I learned..., I agree/disagree..., I want to know more about..., etc.).

Learners conduct job market research and develop a personal learning plan:

- Learners use online tools (e.g., Occupational Outlook Handbook, Jobs Indexes) to conduct job market research in field(s) of interest.

In order for a program to achieve full technology integration, four areas of technology need to be addressed. In Arizona adult education, these are referred to as the **Four A's of Technology Integration** and are outlined below.

## **ATTITUDE** *(Beliefs, Feelings & Mindset)*

Foster a positive attitude toward technology in adult educators and adult learners.

- Provide incentives (recognition, rewards) for learning and using technology
- Find ways to make technology fun
- Demonstrate how tech skills are applicable and necessary to real life
- Develop advocates/mentors



## **ACCESS** *(Infrastructure, Resources & Partnerships)*

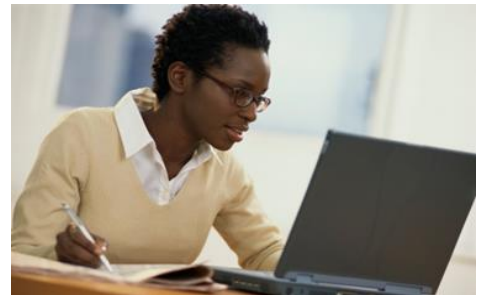
Ensure frequent and convenient access to technology for adult educators and adult learners.

- Form partnerships
- Budget appropriately
- Share resources
- Establish distance learning opportunities

## **APTITUDE** *(Knowledge, Skills & Abilities)*

Ensure the technology competence of adult educators and adult learners.

- Identify necessary technology skills
- Provide training and professional development
- Provide opportunities for skill development of adult learners



## **APPLICATION** *(Instructional Strategies, Communication & Accountability)*

Create learning environments where technology facilitates and enhances the instructional process.

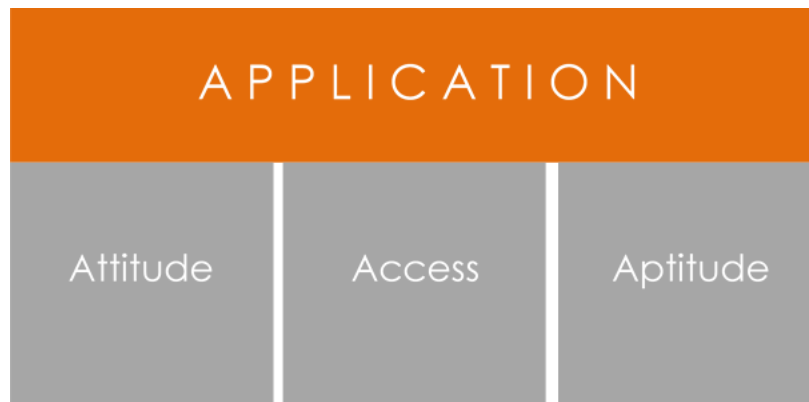
- Develop a technology plan
- Integrate technology into the classroom
- Utilize technology for communication
- Utilize technology for collaboration

**Key Concept**

*“Effective **Application** of educational technology is dependent on the other A’s:*

***Attitude, Access and Aptitude.**”*

If program staff and students do not possess positive feelings toward technology and a willingness to try new things, are unable to access the technology when they want or need to, or do not have the skills required to successfully utilize the technology, it will be very difficult, if not impossible, to create learning environments where technology facilitates and enhances the instructional process



Efforts made toward improving **ATTITUDE**, **ACCESS**, and **APTITUDE**, with respect to educational technology, provide a foundation that supports the **APPLICATION** of effective technology integration.

The next two pages display tools that will help ETFs and their programs identify where they are in terms of educational technology and then work toward achieving full technology integration within their adult education classrooms.

1. Technology Integration
2. Continuum Integration Innovation Configuration



# TECHNOLOGY INTEGRATION CONTINUUM FOR ARIZONA ADULT EDUCATION

Depending upon the status of each adult education program in terms of Access, Attitude, Aptitude, and Application, it will find itself at a certain point on the **Technology Integration Continuum**. This continuum will help programs and individual instructors identify their current location on the continuum in order to move towards full technology integration.

ACCESS	INSTRUCTOR SKILLS	STUDENT SKILLS	FULL INTEGRATION
<p><b>0</b></p> <p>There is no access to technology.</p>	<p><b>2</b></p> <p>The teacher becomes a personal user of technology (uses e-mail, word processor, etc.).</p> <p>Adult Learners do not use the teacher's computer.</p>	<p><b>4</b></p> <p>The teacher begins to incorporate computer activities for adult learners into the classroom.</p> <p>Interested adult learners are taught basic computer skills and are able to access computers occasionally.</p>	<p><b>6</b></p> <p>The teacher looks for ways to use technology effectively to engage adult learners in their own learning processes.</p> <p>The adult learners are able to select and use the technology tools needed to obtain, analyze, and synthesize information.</p>
<p><b>1</b></p> <p>A computer may be present, however, the teacher rarely uses it in the classroom.</p> <p>Adult learners do not use the teacher's computer.</p>	<p><b>3</b></p> <p>The teacher regularly uses the computer to assist in classroom duties and pursues training to become more technology proficient.</p> <p>Some adult learners may have access to the computer for certain activities, especially if they already know how to use one.</p>	<p><b>5</b></p> <p>The teacher integrates computer activities into lesson plans.</p> <p>The teacher encourages all adult learners to learn computer skills and use technology.</p>	<p><b>7</b></p> <p>Technology is an integral part of how the classroom functions and is infused into the curriculum as a tool to enhance learning.</p> <p>Computers and technology are as accessible to all adult learners as other classroom tools.</p>

ETFs should develop technology integration innovation configurations in partnerships with their program directors based on their program's Technology Plan, goals, and Professional Development Map

## Technology Integration INNOVATION CONFIGURATION

Developed by the University of Texas R&D Center, innovation configurations assist schools and districts with reform initiatives. The tool is essentially a checklist that can be used to:

- (1) **DESCRIBE** a new initiative to stakeholders
- (2) **SET** long-term and short-term goals
- (3) **CREATE** practical expectations and a timeline to initiate each segment of the initiative
- (4) **OVERSEE** and evaluate implementation through observation
- (5) **DIRECT** instructors, teams, and principals in self-evaluation, and
- (6) **COLLECT** information to identify evolving staff requirements for professional development.

The example below incorporates the **Four A's of Technology Integration** into the tool.

UNACCEPTABLE	SOME PROGRESS	MORE PROGRESS	GOAL
<b>ATTITUDE</b> towards Technology			
No adult education teachers or students embrace the use of technology to support and enhance instruction.	Some adult education teachers & students embrace the use of technology to support and enhance instruction.	Most adult education teachers & students embrace the use of technology to support and enhance instruction.	Every adult education teacher & student embraces the use of technology to support and enhance instruction.
<b>ACCESS</b> to Technology			
No adult education teachers or students have access to current educational technology in the classroom.	Some adult education teachers & students have access to current educational technology in the classroom.	Most adult education teachers & students have access to current educational technology in the classroom.	Every adult education teacher & student has access to current educational technology in the classroom.
<b>APPTITUDE</b> of Technology			
No adult education teachers or students are proficient in the use of technology.	Some adult education teachers and students are proficient in the use of technology.	Most adult education teachers and students are proficient in the use of technology.	Every adult education teacher & student is proficient in the use of technology.
<b>APPLICATION</b> of Technology			
No adult education teachers or students integrate technology for teaching or learning purposes.	Some adult education teachers & students integrate technology for teaching or learning purposes.	Most adult education teachers & students integrate technology for teaching or learning purposes.	Every adult education teacher & student integrates technology for teaching or learning purposes.

### ▪ Most Important ETF Role: “Mentor & Facilitator”

As an ETF, the most important role you assume is that of a **MENTOR** and a **FACILITATOR** for your adult education program.

In order for the Technology Project to succeed, ETFs must help their colleagues to achieve the **Four A's of Technology Integration**:

**Attitude, Access, Aptitude, & Application.** Multiple venues exist for you to work with others at your adult education program, including collaborative tools through IDEAL, workshops, professional learning communities, and mentoring.

As an ETF, you need to discuss these and other options with your program director to determine which models will work best to assist staff to seamlessly integrate technology and technology standards into instruction.



**CAUTION:** *Be careful not to fall into the trap of believing that providing one-time workshops will make teachers feel more comfortable about using technology or inspired to integrate it into instruction. It is simply not enough.*

### ▪ Attending State Sponsored Workshops

ETFs may be asked to attend occasional state-sponsored face-to-face workshops during a program year. However, most ETF training sessions will be conducted at a distance via an online meeting tool, Blackboard Collaborate.

In addition to receiving important information, these synchronous online sessions provide ETFs with the opportunity to network with one another and learn what their colleagues are doing at their respective programs. It is important that ETFs become familiar with and comfortable within the online meeting environment in order to effectively participate in training opportunities. Instructions for using Blackboard Collaborate will be provided by AES



### • ETF Quarterly Journal Entry

The ADE/AES requests that ETFs, under the supervision of their program director, provide quarterly updates on what their programs are doing to more fully integrate technology into the adult education classroom.

ETFs are asked to use a journal template which is available electronically via the Arizona Adult Education ETF Site on Blackboard Learn Course.

Journal entries should cover the three prior months and include information such as:

- ① Technology-related trainings that staff members have attended
- ② Innovative technology-rich lesson plans that have been developed
- ③ New educational technology equipment purchases
- ④ Technology-rich class projects
- ⑤ Computer lab activities; etc.

Journal entries should not be limited to the ETF's own class(es), but should instead, summarize what is taking place throughout the entire adult education program.

▶ Journal Entries <u>DUE</u>	Time Period Covered
September 4, 2015	June, July, August
December 4, 2015	September, October, November
March 4, 2016	December, January, February
June 3, 2016	March, April, May

Upon completing the journal entry for each quarter, the ETF is to upload his/her document to the appropriate location on the Arizona Adult Education ETF Site. ETFs are encouraged to read entries of other programs posted on the site.

Programs submit an annual report to the ADE/AES at the end of each program year. ETFs should share their journal entries with their program directors as part of the Educational Technology section of these year-end summaries.



## Quarterly ETF Journal

Educational Technology Facilitator  
Program Year 2015 – 2016

**Adult Education Facility:**

**ETF Name:**

**Date Submitted:**

**Directions:**

Describe the steps your Program has taken this quarter to more fully integrate technology into your adult education classrooms. Then upload your completed journal entry to the Arizona Adult Education ETF Blackboard course. Entries must be submitted by the last day of the first week in the month following the quarter.

*Figure 1*

## ▪ Accessing ETF Blackboard Course



Figure 2

**Login:** Use this function to log in to Blackboard Learn.

**Change Text Size:** Display assistance in changing the size of the text displayed in the browser.

**High Contrast Setting:** Change the display to assist low vision users. You can select whether to use your operating system's high contrast settings or use Blackboard styles.

### Continued Users

1. Navigate to the [azed.blackboard.com](http://azed.blackboard.com).
2. Type your Username.
3. Type your Password. Passwords are case sensitive.
4. Click Login.

### New Users

1. Request user name and temporary password from Jason Neenos (email address)
2. Email will be sent from Jason with user name and temporary password
3. Login in using Username and Password
4. Click Login

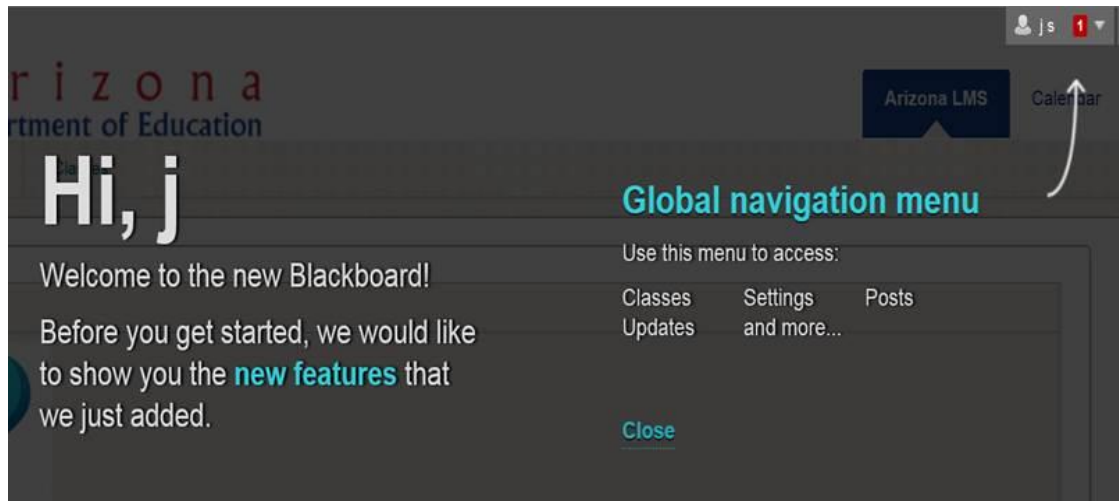


Figure 3

From the Global navigation menu tab (top right of screen) you can access the ETF class/course you are enrolled in.

Users can also change the temporary password within the Global navigation menu/settings/personal information.

#### ETF Blackboard Course



##### Module 1: Introduction

Enabled: Statistics Tracking

This module is intended to introduce you and the content we are going to cover.



##### Module 2:

Technology allows between teachers & students. Creating digital resources, presentations, and projects will make classroom activities resemble the real world. should go beyond sharing documents via e-mail or creating PowerPoint presentations. Many great ideas never go beyond a conversation or paper copy, which is a great loss! globally can change our entire experience!



##### Module 3:

Enabled: Statistics Tracking

As students have access to any information possible, there certainly is no need to "spoon-feed" the knowledge or teach "one-size fits all" content. As students have different personalities, goals, and needs, offering is not just possible but also desirable. When students are and put in more effort -- an ideal recipe for better learning outcomes!

Figure 4

The ETF Blackboard Course will be returning. The course will give ETF's some hands on opportunities to use different tools, such as VoiceThread, ThingLink, and others, to analyze tools and collaborate during assignments. These tools can then be utilized for educational technology at their respective sights. ETFs will have discussion spaces and wikis to build a body of knowledge of tools and best practices for technology integration.

### ▪ Google Apps

The suite of Google Apps provides cloud orientated collaboration and communication tools to make working, especially in groups, easier. Google Docs, Sheets, and Slides are productivity apps that allows users to collaborate in real time. Google Drive allows users access to their documents, spreadsheets, and presentations from any computer, anywhere in the world.

#### Collaborative Writing Tools

[Google Docs](#) is an online word processor that allows users to create and edit text documents while synchronously or asynchronously collaborating with others.

[Google Sheets](#) is an online spreadsheet that lets users create and edit spreadsheets while synchronously or asynchronously collaborating with others.

[Google Slides](#) is an online presentation tool that allows users to create and edit presentations while synchronously or asynchronously collaborating with others.

[Google Drive](#) is a file storage and synchronization service. The files created in Docs, Sheets, and Slides are automatically saved in Google Drive, along with other files that users upload. These files can then be share with others.

#### Online Networking Tools

[Google Hangouts](#) allows for text, audio, or video conversations. With apps for iOS and Android, in addition accessibility from the web, users can communicate effectively on any device. The ability to view previous conversations is another effective feature.

[Google Plus](#) is a social networking site. Where users can create circles that can control who sees their post. [Communities](#) can be a public or private group where users can post on a particular topic.



### ▪ LiveBinder

*LiveBinders* is a free online bookmarking site that provides a unique method of storing online resources and sharing those resources with others. Think of a digital version of a traditional three-ring binder with the tabs sticking out and pages in between.

LiveBinders allow you to create separate binders for each of your topics with the opportunity to create tabs and sub-tabs within that category.

To access the *LiveBinders*, please visit: [www.livebinders.com](http://www.livebinders.com)

Arizona's Adult Education ETF Site can be found at:

<http://www.livebinders.com/play/play?id=851900>

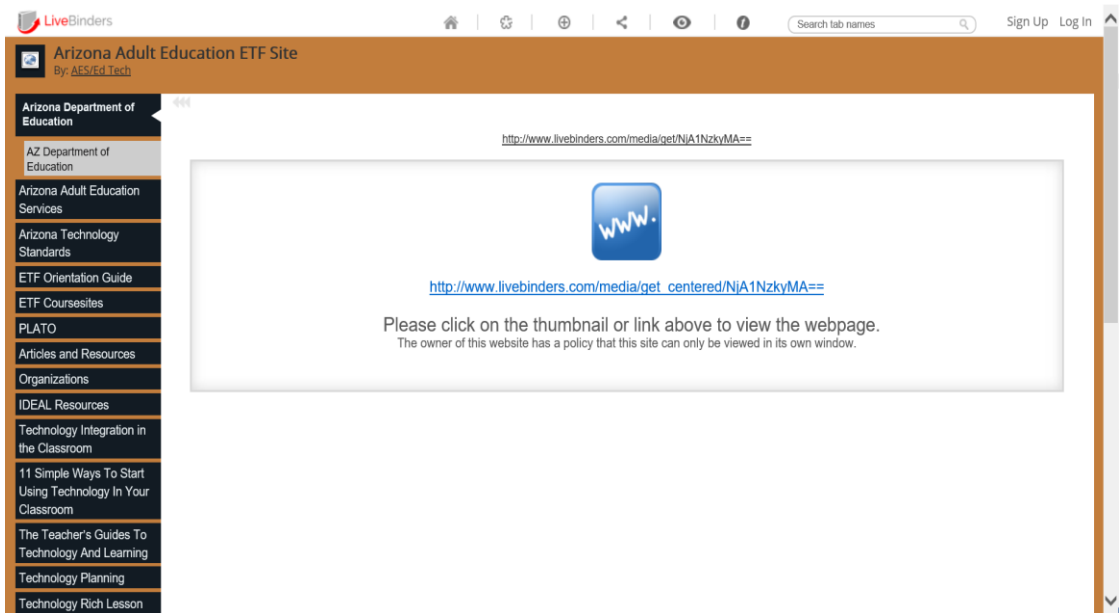


Figure 5

### ▪ Screencast-o-matic

Screencast-o-matic is a simple and free web-based screen recorder. Instead of writing instructions on how to do something, you can record instructions by using Screencast-o-matic.

It records your screen and voice (*also webcam and cursor images if desired*) for up to 15 minutes. There is no software to install and you can begin using immediately. However, a user account is required. You can save as a MP4 file, save it as a link to share, or upload it to YouTube.

To access the Screencast-o-matic, please visit: [www.screencast-o-matic.com](http://www.screencast-o-matic.com)

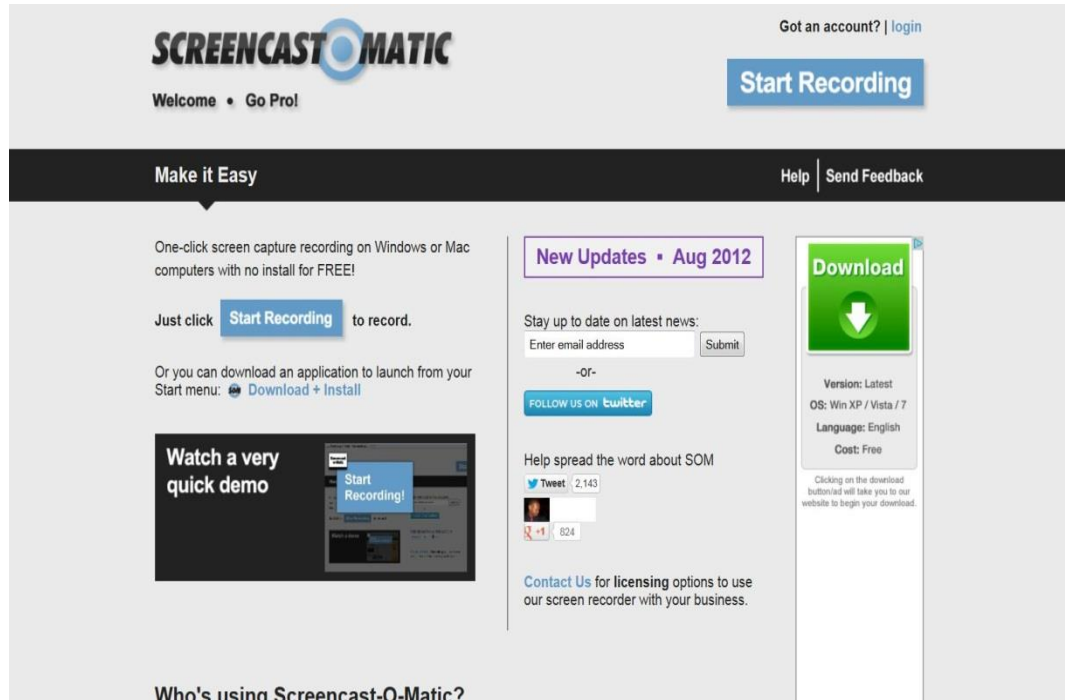


Figure 6

## ▪ AdultEd Online

*AdultEd Online* has two primary components:

1. An online Technology Integration Self-assessment
2. An online Distance Teaching Self- assessment

The online technology integration self-assessment enables teachers to evaluate their skills in 12 areas and get a customized professional development plan to improve their skills. Be sure to find out if your program director is using the administrative features of this resource before taking the self-assessment or introducing it to teachers at your adult education program. By using *AdultEd Online* to invite teachers to take the technology integration self-assessment survey, administrators can check the progress instructors are making towards realizing their educational technology professional development goals.

The online distance teaching self-assessment allows teachers to explore what is required and get suggestions for ways to learn more about distance teaching. To increase the visibility of distance education as an option, *AdultEd Online* is also developing a number of resources to help teachers and administrators better understand what is entailed in setting up a distance program. These range from conference presentations to policy papers.

In the event that an ETF's director is not familiar with *AdultEd Online*, the ETF can easily direct him/her to take the *Technology Integration Quick Tour* and the *Distance Teaching Quick Tour* as shown in Exhibit 8.

*AdultEd Online* is available at: [www.adultedonline.org](http://www.adultedonline.org)

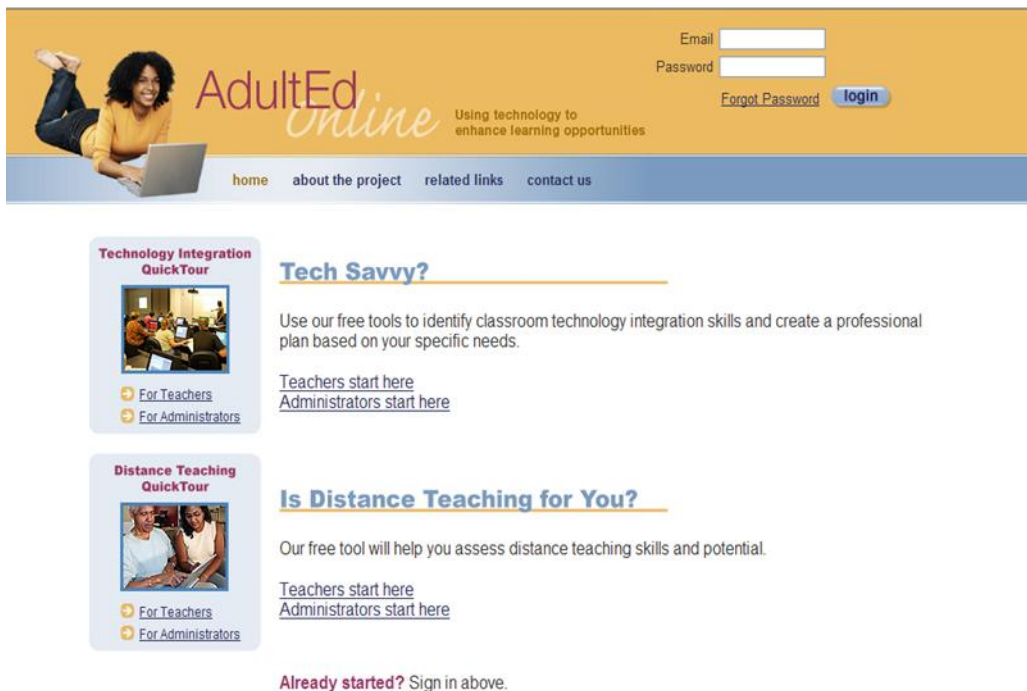


Figure 7

### ■ USALearns

USALearns is a free Web site funded by the U.S. Department of Education to support immigrants who want to learn or improve their English skills as they become part of American society.

Designed as an online tool for learning English outside of a classroom, this site offers contextualized practice activities in listening, reading, writing, speaking and life skills necessary for success at work and in the community.

To access USALearns, please visit: [www.usalearns.org](http://www.usalearns.org)



Figure 8

▪ Center for Implementing Technology in Education

The *Center for Implementing Technology in Education* ([www.cited.org](http://www.cited.org)) is a free website that provides teachers, administrators, technology coordinators, and others evidence based practices on integrating technology.

The Learn Center provides articles on different tools that can be integrated into your classroom. The Action Center provides resources to plan your technology initiative. The Research Center provides visitors with evidence based articles on trends in the educational technology field.



Figure 9

## ▪ Online Communities

Online communities found in places like Google Plus or LinkedIn can be a great resource for tools and best practice ideas. Groups like the [Technology & Innovation in Education](#) or [Instructional Technology Integrators & Coaches](#) in Google Plus are a great place to reach out to others in your position to see what they are doing.

Twitter chats are also a great resource to see what is trending in the field of education. The EduChatCalendar (<http://bit.ly/educhatcalendar>) can provide you with a calendar of upcoming chats and their hashtags.

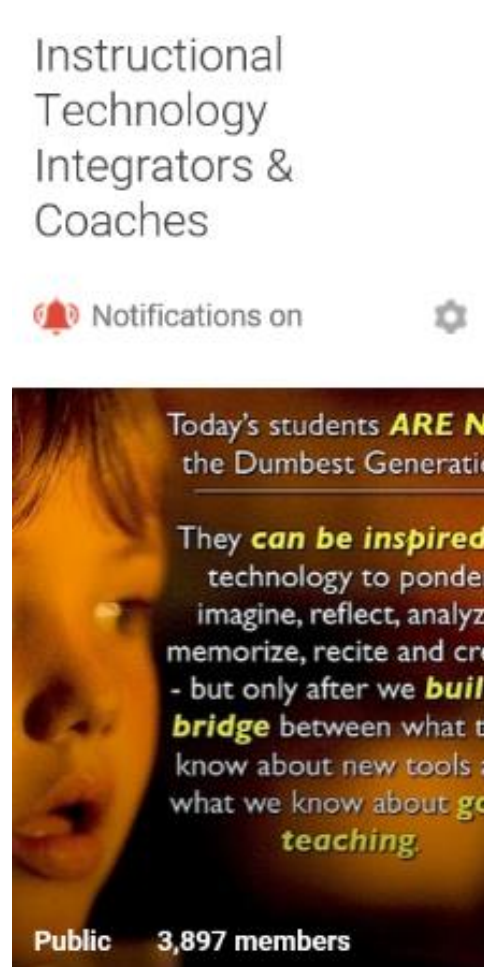


Figure 10



### ▪ Conclusion and Contact Info

Being the designated ETF for your program may seem daunting at first. However, keep in mind that a variety of resources are at your disposal every step of the way.

Below is staff at the ADE/AES who stand ready to assist you and your program in this initiative.

You have the knowledge and expertise of other ETFs throughout the State from whom to draw.

Finally, in addition to those resources referenced in this Guide and on the *Arizona Adult Education ETF Site*, you have a number of resources available through the ADE Webpage:

[www.azed.gov/adultedservices/](http://www.azed.gov/adultedservices/)

You are not alone. Whenever you need help, clarification, or feedback, support is there.

### Contact Information

Jason Neenos  
Educational Technology Specialist  
Arizona Department of Education – Adult Education Services (ADE-AES)  
Direct Line: (602) 364 1848  
Email: [jason.neenos@azed.gov](mailto:jason.neenos@azed.gov)

Information: GED® Test, Records, Classes  
(*General Adult Educational Development*)  
Arizona Department of Education – Adult Education Services Office  
Phone: (602) 258-2410  
Fax: (602) 258-4986  
Email: [adulted@ade.az.gov](mailto:adulted@ade.az.gov)  
Website: [www.azed.gov/adulted/](http://www.azed.gov/adulted/)



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Pima County Adult Probation – LEARN

**Maureen Hoyt**

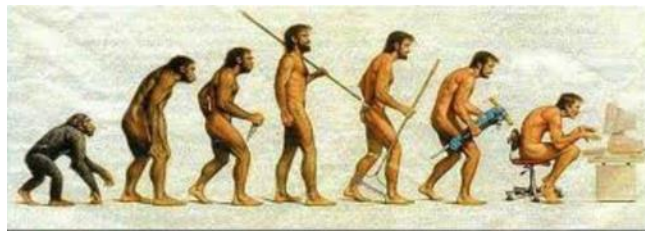
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